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Elementary Curriculum Guidelines

Alcohol, Tobacco, and Other Drugs— Elementary

ATOD



This content area includes education about alcohol, caffeine, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- Demonstrate ways to ask for help when personal safety is being threatened in situations involving medicines, poisonous household substances, tobacco, alcohol, or other drugs.
- Demonstrate effective communication skills to support their own and others' non-use.

Emphasis

IC



Interpersonal
Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Describe the importance of taking responsibility for their own health.
- Demonstrate support for others and their decisions to practice health-enhancing behaviors.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

Students will be able to:

- Name the benefits to children and adolescents of not using tobacco, alcohol, and other drugs.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Describe the purpose of medicines.
- Describe the proper use of medicine and the risks of incorrect use.
- Identify some household products that are poisonous.
- Identify products that contain tobacco, alcohol, and other drugs and mind-altering substances.
- Identify short-term and long-term effects and common health problems resulting from use of tobacco, alcohol, and other drugs.
- Identify safe, enjoyable activities that do not include tobacco, alcohol, and other drugs.
- Describe relationships between personal health behaviors, tobacco, alcohol, and other drug use, and individual well-being.
- Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drugs.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Develop a personal commitment not to use tobacco, alcohol, and other drugs and a plan to avoid their use.

Emphasis

GS



Goal Setting

This is evident when students:

- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

- Identify people that can provide support around tobacco, alcohol, and other drugs issues.

AI



Accessing Information

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- Identify resources for valid health information about tobacco, alcohol, and other drugs.

- Identify healthy ways to express emotions, manage stress, and have fun free of tobacco, alcohol, and other drugs.

HC/SM



Healthy Choices/Self Management

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

- Demonstrate ways to enhance health and refuse tobacco, alcohol, and other drugs.

RS



Refusal Skills

- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.7 Students make informed decisions.

Students will be able to:

- Demonstrate decision-making skills to avoid tobacco, alcohol, and other drug use.
- Describe positive and negative influences on tobacco, alcohol, and other drug use (e.g., family, peers, culture, legal, internal, media).

Emphasis

DM



Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - + Identify the decision to be made.
 - + Consider options and consequences.
 - + Seek information from reliable sources.
 - + Take action or make a decision.
 - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

Students will be able to:

- Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs.

Emphasis

PS&CR



Conflict Resolution

This is evident when students:

- Show progression through a conflict resolution process.
 - + Agree to negotiate.
 - + Name the conflict/problem.
 - + List solutions to the conflict.
 - + Evaluate solutions.
 - + Agree on a solution.
 - + Develop steps to action.
 - + Try out solution and re-evaluate.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Identify methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.

Emphasis



This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Create counter-arguments to tobacco and alcohol advertising that demonstrate the real effects of use.

Emphasis



This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

7.14 Students demonstrate understanding of the human body-heredity, body systems, and individual development-and understand the impact of the environment on the human body.

Students will be able to:

- Explain the effects of tobacco, including secondhand smoke, alcohol, or other drug use on the body's organs and functions.

Emphasis



This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

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Community, Environmental, and Consumer Health— Elementary

CECH



This area combines community and consumer health. It includes environmental health, public health, and world health, as well as health careers, health costs, and health services.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- a. Demonstrate ways to communicate about health issues with trusted adults and health care providers.

Emphasis

IC



Interpersonal
Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Demonstrate ways to show respect for diversity within the community.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Identify safety and environmental hazards that may exist in the home, school, and community.
- Identify strategies to prevent hazardous exposures, e.g., lead, unclean water, chemicals.
- Describe how communities promote environmental health.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

- Describe people and community agencies that are available to promote and protect community health.

AI



Accessing Information

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- Describe the safe use of health care products.

HC/SM



Healthy Choices/Self Management

- Identify healthful behaviors.
- Demonstrate healthful behaviors, habits, and/or techniques.
- List steps in correct order if appropriate.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.7 Students make informed decisions.

Students will be able to:

- Demonstrate decision-making skills about health care products.
- Describe how feelings, family, friends, and costs influence decisions about health products.

Emphasis

DM



Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - Identify the decision to be made.
 - Consider options and consequences.
 - Seek information from reliable sources.
 - Take action or make a decision.
 - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

Students will be able to:

- Demonstrate problem-solving skills within the school community.

Emphasis

PS&CR



Problem Solving

This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Explain how media influences the selection of health products.

Emphasis



This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Develop examples of positive media strategies to promote community and environmental health.

Emphasis



This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

7.14 Students demonstrate understanding of the human body-heredity, body systems, and individual development-and understand the impact of the environment on the human body.

Students will be able to:

- Identify how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution).
- Identify and describe environmental factors that can influence human health (e.g., exposure to microbes, pollution).

Emphasis



This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Disease, Violence, and Injury Prevention— Elementary

DVIP



This area covers disease, such as HIV infection and other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease. It also addresses safety issues, including first aid and disaster readiness, and the prevention of violence and both unintentional and intentional injuries.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- Demonstrate how to ask for help in situations that threaten personal or others' safety.

Emphasis

This is evident when students:

IC



Interpersonal
Communication

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

- Demonstrate support for others to make positive choices to reduce the risk of injury, violence, or disease.



Advocacy

- Advocate following safety rules to prevent injury.

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Demonstrate ways to show care, consideration, and respect for self and others.
- Demonstrate ways to support others who are dealing with illness, injury, hazing, harassment, and bullying.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

Students will be able to:

- Explain that illness, injuries, and other disorders can affect growth and development.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Define illness and wellness.
- Explain the importance of periodic health and dental checkups, screenings, and immunizations.
- Explain how childhood illnesses and injuries can be prevented and treated.
- Differentiate between communicable and non-communicable diseases.
- Identify some symptoms of illness.
- Explain why some health practices hasten recovery from disease.
- Describe the importance of practicing traffic, bicycle, fire, water, and personal safety techniques.
- Explain the right to personal privacy and differentiate between good, confusing, and bad touch.
- Identify rules for interactions with strangers and people they know.

Emphasis

This is evident when students:

CC



Core Concepts

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

AI



Accessing Information

- Demonstrate the ability to locate resources from home, school, and community that provide valid disease, violence, and injury prevention information.
- Identify resources for help regarding child abuse.

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Demonstrate healthy practices that prevent the spread of germs and disease (e.g., washing hands, food safety, and universal precautions).
- Identify safety hazards in the home, school, and community (e.g. fire, water, traffic, weapons).
- Demonstrate safety rules that reduce risks and promote health in the home, school, and community, including safety strategies when home alone.
- Identify ways people can stay healthy and prevent disease/injury (e.g., using universal precautions, protective equipment).
- Demonstrate the use of safety belts when riding in vehicles and helmets when biking, skating, boarding, or skiing.
- Demonstrate basic first aid procedures for common injuries.
- Describe effective disease management routines (e.g., diabetes, asthma, and allergies).

Emphasis

HC/SM



Healthy
Choices/Self
Management

This is evident when students:

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

- Demonstrate skills for refusing to participate in situations involving weapons, intimidation, harassment, and other risky situations.

RS



Refusal Skills

- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.

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Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.7 Students make informed decisions.

Students will be able to:

- Demonstrate decision-making skills to reduce risks of violence and/or injury.
- Identify factors that may influence decisions about risks of violence and/or injury.

Emphasis



This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - + Identify the decision to be made.
 - + Consider options and consequences.
 - + Seek information from reliable sources.
 - + Take action or make a decision.
 - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Students will be able to:

- Identify ways to deal with anger, harassment, and bullying.
- Identify situations that may involve risks and/or unsafe conditions and ways to make health-enhancing choices.

Emphasis



This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- a. Identify situations where conflicts may arise and practice ways to take positive action.

Emphasis

PS&CR



Conflict Resolution

This is evident when students:

- Show progression through a conflict resolution process.
 - + Agree to negotiate.
 - + Name the conflict/problem.
 - + List solutions to the conflict.
 - + Evaluate solutions.
 - + Agree on a solution.
 - + Develop steps to action.
 - + Try out solution and re-evaluate.

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- a. Identify ways that media influence risk taking, violent behaviors, and disease prevention.

Emphasis

ML



Media Literacy

This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Students will be able to:

- a. Identify ways the human body fights disease and infections.
- b. Identify strategies for helping the body to heal from injury.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

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Nutrition and Physical Activity—Elementary

N&PA

This content area includes education about nutrition and physical activity.



Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- a. Identify the importance of healthy eating and exercise habits for self and others.

Emphasis



This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

- a. Practice effective communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.



- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Recognize that people have different nutritional needs and that healthy body weight varies from person to person.
- Demonstrate support for others and their food selections and activity choices.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

Students will be able to:

- Explain how choosing to be active and to eat healthy foods promotes healthy growth and development.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Identify the importance of physical activity and healthy food intake as part of a healthy lifestyle.
- Describe health reasons for eating according to the Food Guide Pyramid.
- Identify and classify foods according to the Food Guide Pyramid.
- Identify the importance of eating a variety of foods
- Explain how to use basic information found on food labels (e.g., product name, ingredients, nutrient content, storage information).

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Elementary**Content Descriptors/Outcomes****Skill Assessment Link/Criteria**

- f. Explain the importance of cleanliness when preparing, serving, and eating foods.
- g. Identify the importance of stretching, warm-up, and cool down exercises.
- h. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.

- a. Set goals for improving eating and exercise habits, and monitor progress.
- b. Demonstrate ways to plan to be active before, during, and after the school day.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

- a. Identify reliable sources for information about nutrition and physical activity.



- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- a. Describe how to select a healthy diet based on the Food Guide Pyramid.
- b. Explain safe food-handling practices.
- c. Demonstrate the use of protective equipment for physical activity and sports.
- d. Describe how to determine if an environment is safe for physical activity and sports.



- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.



3.7 Students make informed decisions.

Students will be able to:

- a. Demonstrate decision-making skills regarding food choices and physical activity.
- b. Identify factors that influence food choices and physical activity.

Emphasis

DM


Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - + Identify the decision to be made.
 - + Consider options and consequences.
 - + Seek information from reliable sources.
 - + Take action or make a decision.
 - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Students will be able to:

- a. Practice strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations.

Emphasis

PS&CR


Problem Solving

This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Explain how media influences eating and physical activity behaviors.

Emphasis

ML



Media Literacy

This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Students will be able to:

- Explain the importance of nutrition and physical activity in maintaining healthy body systems.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Personal Health: Family, Social, Mental, Sexual— Elementary

PH



Personal health concepts address both family and mental health, including the development of responsible personal behavior and healthful decisions about sexual activity, including abstinence. This area also addresses skills such as communication and cooperation to strengthen family ties. In addition, human growth and development are included here.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- Demonstrate effective listening skills.
- Demonstrate ways to respond appropriately to feelings expressed by others.
- Identify ways to ask for help in improving health and dealing with common health problems.

Emphasis

IC



Interpersonal
Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Describe how to be a responsible family member.
- Demonstrate ways to build and maintain positive relationships and friendships.
- Explain how personal behavior can affect the feelings of others.
- Describe ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomic, and religion).

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Students will be able to:

- Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders.
- Identify strategies that promote emotional and social growth (e.g., strengths and assets).
- Identify ways family and friends help meet physical, emotional, and social health needs.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Explain the importance of balancing sleep, relaxation, nutrition, physical activity, and recreation in one's life.
- Describe the diversity of family structures.
- Describe changes in family structures (e.g., birth, adoption, marriage, divorce, death).
- Describe how all individuals are unique and special.
- Identify positive role models.
- Describe the importance of trust in relationships.
- Define stereotypes and discuss their impact on people.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

- Describe how to seek adult/professional advice and help about personal health issues.

AI



Accessing Information

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- Demonstrate personal health care behaviors (e.g., hand washing, dental health, basic hygiene, germ control).
- Demonstrate healthy stress management techniques for coping with personal stressors.

HC/SM



Healthy Choices/Self Management

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

Elementary

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.7 Students make informed decisions.

Students will be able to:

- Demonstrate the steps to make decisions about self-care.
- Identify factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers, etc.).

Emphasis

DM



Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - Identify the decision to be made.
 - Consider options and consequences.
 - Seek information from reliable sources.
 - Take action or make a decision.
 - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Students will be able to:

- Identify ways to use problem-solving and negotiation skills in conflicts with peers.

Emphasis

PS&CR



Problem Solving

This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Identify ways that media influence perceptions of health and wellness (e.g., body size, food choices).

Emphasis

ML



Media Literacy

This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.